



Person Specification Cover Supervisor

Grange Farm Primary School

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified HLTA/NVQ 3 + for Teaching Assistants or equivalent Coaching Awards • GCSE English and Maths or equivalent • Evidence of continuous INSET and commitment to further professional development 	<ul style="list-style-type: none"> • A Levels • Degree
Experience	<ul style="list-style-type: none"> • Experience of working with pupils of primary age, assisting in their development. • Minimum experience of at least 3 years working as a teaching assistant in a school • Experience of working with pupils with additional educational needs, more able, special educational needs. • Experience of working in the relevant discipline. • Experience of working as part of a team. 	<ul style="list-style-type: none"> • Experience of leading learning in large groups or class sessions in teacher absence • Responsibility of attainment and progress for individuals or groups of pupils • Experience of assisting pupils in their learning from across the Primary Age Range
Knowledge and understanding	<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Understanding of principles of child development and learning processes as appropriate. • Working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. • Knowledge of Health and Safety requirements • To know how to engage pupils in learning • Understand how to work with parents as partners 	<ul style="list-style-type: none"> • Understanding of current educational issues
Skills and Abilities	<ul style="list-style-type: none"> • Ability in using other relevant equipment / technology. • Good organisational skills • Ability to maintain good order and discipline of group or class of pupils. • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure and be resilient where required. • Ability to be highly flexible and respond to the daily changing needs of the school • Ability to understand and execute effectively given planning from teaching staff • Ability to prioritise conflicting demands and pressures. • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to act on feedback. 	
Personal characteristics	<ul style="list-style-type: none"> • Upholds and models the school values to all stakeholders. • Good cooperative, interpersonal and listening skills. • Flexibility and willingness to accept change. • Willingness to share knowledge, expertise and experience. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently. • Approachable, courteous and able to present a positive image of the school to others. • Maintain confidentiality in all matters relating to the school, its pupils, parents and carers. • A sense of humour. 	



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